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ABSTRACT

This document consists of materials used in a presentation on the Brown County (Kansas) Vocational Work Program to train students in general work behaviors and skills and to prepare them for paid employment in the community. Introductory materials describe the program's purpose, structure, and objectives. The text of specific regulations governing community vocational settings is provided. Other contents include the following: sample transition staffing summary form; sample and completed individual transition planning forms; sample student/parent/employer/vocational coordinator agreement; behavior inventory; sample student evaluation forms; a list of types of job skills students learn in area businesses; a U.S. Department of Education letter communicating statement of principle and guidelines for individualized education programs; a list of prerequisite skills for independent living; and sample student evaluation forms for managing family finances, buying and preparing food, caring for clothing; managing a household, caring for personal needs, and vehicle ownership. (YLB)

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Transition: The Key

Presented by:

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and
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High School Prevocational Teacher

Brown County Kansas Special Education Cooperative, Int. #615
First and Kickapoo - Hiawatha, KS 66434 -- 913+742-7108

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BROWN COUNTY KANSAS VOCATIONAL WORK PROGRAM

Purpose:
1. Train student in general work behaviors and skills
2. Preparation for community paid employment

Structure:
1. Students - work at a community job site
2. Contract - signed by parents, student, and employer which indicates their agreement and understanding of this training situation
3. Hours - 1 to 4 class hours per day
4. Days - Monday through Friday
5. Length of training - Nine weeks to one semester
6. Duties - Students complete entry level jobs with the assistance of the employer, employees, or paraprofessional.
7. Pay - Students are generally not paid as this is a training situation.
8. Insurance - Business is not responsible. The Interlocal buys individual student insurance.
9. Assistance of employer - Assigns tasks to the student and paraprofessional. It is not necessary to guarantee a job at the end of training.

PROGRAM OBJECTIVES

The objectives of the work program are to provide the student with:

1. Good work habits
2. Good work attitudes
3. A variety of job skills
4. A variety of work experiences
5. Appropriate social skills
6. Skills in taking directions from authorities
7. An exploration of different occupations
8. Exposure to several different types of jobs, which would better enable the student to choose a career best suited to their own needs
9. Pride of accomplishment
10. School credit towards graduation
11. A quarterly evaluation of job performance
12. Skills in finding job leads and applying for employment

COMMUNITY VOCATIONAL SETTINGS
Specific Regulations

According to the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, publication 1287:

> "The Supreme Court has held that the words "to suffer or permit to work," as used in the Act to define "employ", do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees within the meaning of the Act:
>
> (1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
>
> (2) the training is for the benefit of the trainees or students;
>
> (3) The trainees or students do not displace regular employees, but work under their close observation;
>
> (4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded;
>
> (5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
>
> (6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training" (p. 4-5).

Community vocational settings can be and should be identified within this framework.

BROWN COUNTY KANSAS SPECIAL EDUCATION COOPERATIVE, INTERLOCAL #615
1st & Kickapoo Streets Hiawatha, Kansas 66434
Phone (913) 742-7108

STAFFING SUMMARY

Student Name _____ Age _____

Date of Birth _____ Sex _____ Grade _____

School _____

Parent _____

Address _____

Phone _____ Date _____

Persons Present

Name	Position

Date _____

Individual Transition Planning

Student's Name_____Age____ School/Agency _____Projected Date of School Completion_____ Participants_____

Participants_____

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Constraints	Responsibility for Monitoring/Documenting		
				Student/ Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
Daily Living Skills						
Personal/Social Skills						

Date _____

Individual Transition Planning

Student's Name_____Age____ School/Agency _____Projected Date of School Completion_____ Participants_____

Participants_____

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Constraints	Responsibility for Monitoring/Documenting		
				Student/ Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
Leisure Skills						
Vocational Skills						

Date _____

Individual Transition Planning

Student's Name_____Age____ School/Agency _____Projected Date of School Completion_____ Participants_____

Participants_____

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Constraints	Responsibility for Monitoring/Documenting		
				Student/ Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
Daily Living Skills	Buying & Preparing Food, Caring For Clothing, Managing A Household, and Managing Family Finances	School, Home, & Community	None	5/97	5/97	
Personal/Social Skills	Caring For Personal Needs and Getting Around The Community	School, Home, & Community	None	5/97	5/97	

Date _____

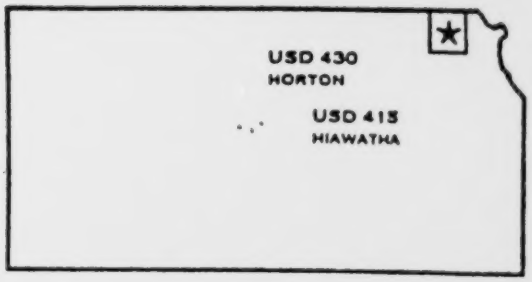
Individual Transition Planning

Student's Name_____Age____ School/Agency _____Projected Date of School Completion_____ Participants_____

Participants_____

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Constraints	Responsibility for Monitoring/Documenting		
				Student/ Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
Leisure Skills	Utilizing Recreation & Leisure Time	School, Home, & Community	None	5/97	5/97	
Vocational Skills	The Student is very interested in auto mechanics & anything connected with cars.	School, Home, & Community	None	5/97	5/97	

BROWN COUNTY KANSAS
SPECIAL EDUCATION COOPERATIVE
FIRST AND KICKAPOO STREET HIAWATHA, KANSAS 66434
PHONE 913/742-7108
Carol Nigus, Director



School Year _____

The major purpose of the vocational work program is to provide valuable work experience education for students. This agreement is made to show responsibilities of the participants: student, parent, school, and employer.

1. The student enters this program to learn as much as the employer can provide in the nature of job information, skills, and attitudes needed to become an independent worker.

2. The employer is asked to inform regular employees of their important role in assisting in the training of the student and of the school's request for their cooperation.

3. The student is expected to keep regular attendance both at school and on the job. The student's quarterly grade will be lowered one letter grade for each absence during the quarter that is not excused, or for which time has not been made up.

4. Any job change must be arranged by the vocational coordinator.

5. The employer expects the student to be honest punctual, cooperative, courteous, willing to learn, and willing to work.

6. The school provides a vocational coordinator and/or paraprofessional to supervise the student on the job. Evaluation of job performance will be completed daily by the vocational coordinator or the paraprofessional. School credit is granted for successful job performance. At the discretion of the vocational coordinator, the student may also earn wages upon becoming proficient.

7. If the student is terminated by the employer from a paid position, the student will not receive credit for the work program during that quarter.

8. The student is required to attend the employer appreciation dinner at the end of the school year. Failure to attend may result in a loss of school credit for the work program.

_____ _____
(Student's signature) (Parent's Signature)

_____ _____
(Employer's signature) (Vocational Coordinator's signature)

THE BEHAVIOR INVENTORY

1. Hygiene & Grooming - cleanliness of body & clothing

2. Communication Skills - being understood by others and communicating effectively and appropriately
   - overly loud or soft speech
   - overly fast or slow speech
   - talking too much / asking too many questions
   - not asking enough questions

3. Personal Habits - which are disruptive or annoying to others
   - attention seeking
   - psychomotor or physical abnormality
   - Examples: arguing or complainig to engage in conversation
     distracting others from their work
     practical jokes / horseplay / obscene language
     humming / singing / laughing / giggling / mumbling
     repetitive noises
     repetitive body movements / rocking / dancing

4. Odd Behaviors - which may indicate possible emotional problems
   - temper outbursts
   - withdrawn
   - overactive
   - continual talking or mumbling to oneself
   - negative statements of self worth
   - manipulation of others by being unresponsive
   - anticipation of being picked on

5. Motivation Level - willingness to work
   - low enthusiasm for work
   - complains about not liking the job
   - does things to avoid doing a job

6. Physical Capacity to Work
   - complains about standing, etc.
   - shows fatigue
   - rests head
   - physically limited

7. Staying on Task
   - lots of non-productive activity / wastes time
   - wanders away from work area
   - stares into space
   - finds excuses to interrupt work
   - works slower on tasks not liked

8. Punctuality
   - begins working after others have started
   - spends too long in restroom
   - socializes before starting to work

9. Frustration Tolerance - methods of handling problems & stress
   - blames others
   - outbursts of anger
   - shuts down
   - withdraws when facing a difficult situation
   - argues

10. Personal Complaints
   - complains to obtain attention or sympathy
   - complains to avoid work
   - frequently makes excuses for poor performance

11. Distractibility Due to Sensory Stimulation
   - stops or slows work
   - engages in conversation
   - wanders away from work area

12. Reaction to Change in Work Assignment
   - complains or argues
   - refuses to do some jobs
   - accepts changes, but needs a great deal of support & encouragement
   - grudgingly accepts changes
   - slows down or quality of work decreases
   - sabotages the job by purposely doing it incorrectly
   - becomes confused by rapid or frequent changes in work assignment

13. Reaction to Unpleasant or Monotonous Tasks
   - refuses to work
   - complains, argues, or grudgingly works on task
   - quality declines or rate decreases
   - sabotages the job by purposely doing it incorrectly

14. Rules & Safety
   - fools around with equipment
   - creates hazardous conditions / roughhousing
   - distracts others working with dangerous equipment
   - bends or tests the rules
   - carelessly uses potentially dangerous materials

15. Efficiency of Work Methods
   - wasted or unnecessary motions
   - unorganized work area

16. Care of Equipment - Waste of Materials
   - uses much more material than needed
   - fails to put lids on cans
   - fails to return equipment to proper location
   - damages or inappropriately uses equipment

17. Cleanliness of Work Area
   - neatness of the immediate work area during & after production

18. Amount of Assistance Needed in the Present Setting
    Consider how much one-on-one instruction is needed to learn most tasks
    - needs little assistance to learn most tasks
    - requires considerable one-on-one help
    - requires constant assistance/monitoring

19. Transfer of Skills - Retaining & applying "hands-on" skills from one situation to another
    - shows competency with a hands-on skill on one job but needs to review the same process on a different job

20. Problem Solving - Retaining & applying "cognitive" skills from one situation to another
    - has difficulty retaining cognitive skills
    - masters a cognitive skills but needs lots of instruction a week later

21. Amount of Intervention Required to Maintain Work Independence
    - needs considerable support & encouragement to continue working
    - needs reminders to stay on task
    - seeks continual attention of supervisor
    - requires frequent intervention to maintain good behavior

22. Accepts Supervisory Authority
    - does the job their own way when supervisor is absent
    - blatantly refuses to accept supervision

23. Response to Close Supervision When Supervisor is Monitoring Performance
    - becomes tense, etc. when closely supervised
    - tends to want to visit

24. Requests for Assistance - Getting help when needed
    - excessive requests for help when not really necessary
    - frequently does not ask for help when help is needed

25. Response to Criticism & Pressure for Better Quality / Quantity
    - tends to argue or complain
    - blames others / makes excuses
    - refuses to continue
    - decreases work rate and/or quality

26. Social Skills With Co-Workers
    - avoids contact with others
    - frequently irritates or is irritated by others
    - puts others down
    - incites trouble

Student: Date:

Employer:

Today's Job Task:

Please circle the appropriate number using the following scale:

Excellent - 6 Very good - 5 Good - 4 Average - 3 Fair - 2

Needs Improvement - 1

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Appearance:

1.	Appropriately Dressed		6	5	4	3	2	1
	Clean clothes	_____						
	Untorn clothes	_____						
	Clothes fit OK	_____						
2.	Appropriately Groomed		6	5	4	3	2	1
	Hair clean & combed	_____						
	Clean body (No odor)	_____						
	Clean hands & face	_____						

Attitude:

1.	Willing To Work & Assume Responsibility		6	5	4	3	2	1
	Takes responsibility to complete task	_____						
	Doesn't waste time beginning or completing task	_____						
	Doesn't complain about job assignment	_____						
2.	Willing To Learn		6	5	4	3	2	1
	Wants to do task correctly	_____						
	Asks questions if not sure what to do	_____						
3.	Understands & Follows Instructions		6	5	4	3	2	1
	Listens to directions	_____						
	Understands directions	_____						
	Completes task according to directions	_____						
4.	Listens To Suggestions		6	5	4	3	2	1
	Accepts suggestions without arguing	_____						
5.	Accepts corrections		6	5	4	3	2	1
	Doesn't argue when corrected	_____						
	Willing to redo incorrect work	_____						
6.	Can Take Criticism		6	5	4	3	2	1
	Doesn't get upset with criticism	_____						
7.	Can Take Teasing		6	5	4	3	2	1
	Doesn't get upset when teased	_____						
	Is able to tease others appropriately	_____						
	Can distinguish between criticism and teasing	_____						

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Human Relations & Communications

1. Gets Along With Employer/Supervisor		6	5	4	3	2	1
Accepts instructions and suggestions from them	_____						
Is cooperative	_____						
Uses friendly conversation	_____						
2. Gets Along With Employees		6	5	4	3	2	1
Works cooperately with them	_____						
Uses friendly conversation	_____						
3. Is Courteous		6	5	4	3	2	1
Doesn't make rude or inappropriate remarks	_____						
Gives compliments	_____						
Says, "Excuse Me, Thank You, etc."	_____						
4. Uses Proper Language		6	5	4	3	2	1
Mannerly and polite in verbal interaction	_____						

Workmanship:

1. Knowledge Of Job		6	5	4	3	2	1
Knows/understands steps of job task	_____						
Uses materials and equipment correctly	_____						
2. Completes Assigned Tasks With Reasonable Speed and Accuracy		6	5	4	3	2	1
Works at adequate speed alone	_____						
Works at adequate speed with others	_____						
Works to complete task	_____						
Does careful & accurate work	_____						
3. Can Work By Themselves		6	5	4	3	2	1
Remains in work area	_____						
Stays on task	_____						
4. Can Work With Others		6	5	4	3	2	1
Limits personal conversations	_____						
Works cooperately	_____						
5. Takes Care Of Tools & Equipment		6	5	4	3	2	1
Handles equipment & material carefully	_____						
Cleans up work area	_____						
Puts material & equipment away	_____						

Comments:

BROWN COUNTY KANSAS SPECIAL EDUCATION COOPERATIVE, INTERLOCAL #615
1st & Kickapoo - Hiawatha, KS 66434 - Phone: (913) 742-7108

WORK PROGRAM EVALUATION

Student _____ Training Agency _____ Date _____

Scale: Excellent - 98% Very Good - 93% Good - 86%
Average - 79% Fair - 72% Needs Improvement - 65%

	98%	93%	86%	79%	72%	65%
Appearance:						
1. Dresses appropriately						
2. Groomed appropriately						
Attitude:						
1. Willing to work and assume responsibility						
2. Willing to learn						
3. Understands and follows instructions						
4. Listens to suggestions						
5. Accepts corrections						
6. Can take criticism						
7. Can take teasing						
Dependability:						
1. Dependable attendance						
2. Gets to work on time						
3. Gives notice when unable to attend						
Human Relations and Communications:						
1. Gets along with employer						
2. Gets along with employees						
3. Is courteous						
4. Uses proper language						
Workmanship:						
1. Knowledge of job						
2. Completes assigned tasks with reasonable speed and accuracy						
3. Can work by themselves						
4. Can work with others						
5. Takes care of tools and equipment						

Comments:

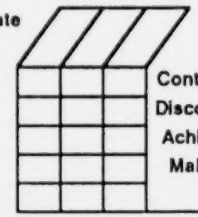
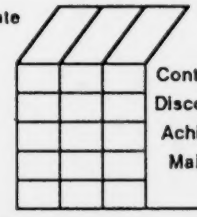
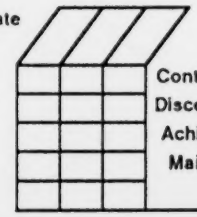
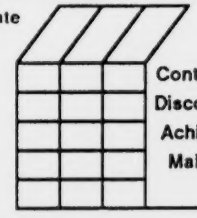
_____
Vocational Coordinator

Student Name: The Student Implementation Date: 8-27-93 Hours Per Week: 5 Completion Date: 5-27-94

Annual Goal: The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives

Persons Responsible: The Student, Vocational Coordinator Goals Met: _____

Methods...Materials: _____

SHORT TERM OBJECTIVES	REVIEW OF OBJECTIVES:	COMMENTS:
By the end of the first quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, dependability, human relations and communications, and workmanship with 72% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective, Discontinue Objective, Achieved, Maintain	Date: _____
By the end of the second quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, dependability, human relations and communications, and workmanship with 75% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective, Discontinue Objective, Achieved, Maintain	Date: _____
By the end of the third quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, dependability, human relations and communications, and workmanship with 78% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective, Discontinue Objective, Achieved, Maintain	Date: _____
By the end of the fourth quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, dependability, human relations and communications, and workmanship with 82% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective, Discontinue Objective, Achieved, Maintain	Date: _____

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Student _____ Training Agency _____ Date _____

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Average - 79% Fair - 72% Needs Improvement - 65%

	98%	93%	86%	79%	72%	65%
Appearance:						
1. Dresses appropriately						
2. Groomed appropriately						
Attitude:						
1. Willing to work and assume responsibility						
2. Willing to learn						
3. Understands and follows instructions						
4. Listens to suggestions						
5. Accepts corrections						
6. Can take criticism						
7. Can take teasing						
Human Relations and Communications:						
1. Gets along with employer						
2. Gets along with employees						
3. Is courteous						
4. Uses proper language						
Workmanship:						
1. Knowledge of job						
2. Completes assigned tasks with reasonable speed and accuracy						
3. Can work by themselves						
4. Can work with others						
5. Takes care of tools and equipment						

Comments:

_____
Vocational Coordinator

Student Name: The Student Implementation Date: 8-27-93 Hours Per Week: 5 Completion Date: 5-27-94

Annual Goal: The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives

Persons Responsible: The Student, Vocational Coordinator

Goals Met: _____

Methods...Materials: _____

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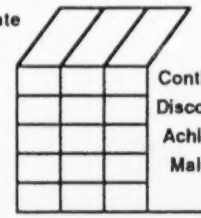
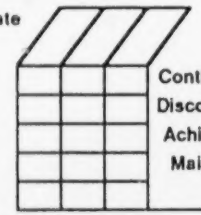
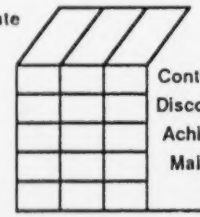
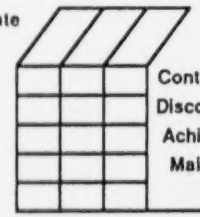
By the end of the first quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, human relations and communications, and workmanship with 72% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____
By the end of the second quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, human relations and communications, and workmanship with 75% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____
By the end of the third quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, human relations and communications, and workmanship with 78% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____
By the end of the fourth quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, human relations and communications, and workmanship with 82% accuracy as measured by evaluation form.	Date  PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____

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WORK PROGRAM EVALUATION

Student _____ Training Agency _____ Date _____

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	98%	93%	86%	79%	72%	65%
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1. Willing to work and assume responsibility						
2. Willing to learn						
3. Understands and follows instructions						
4. Listens to suggestions						
5. Accepts corrections						
6. Can take criticism						
7. Can take teasing						
Dependability:						
1. Dependable attendance						
2. Gets to work on time						
3. Gives notice when unable to attend						
Human Relations and Communications:						
1. Gets along with employer						
2. Gets along with employees						
3. Is courteous						
4. Uses proper language						
Workmanship:						
1. Knowledge of job						
2. Completes assigned tasks with reasonable speed and accuracy						
3. Can work by themselves						
4. Can work with others						
5. Takes care of tools and equipment						

Comments:

_____
Vocational Coordinator

Student Name: The Student **Implementation Date:** 8-27-93 **Hours Per Week:** 5 **Completion Date:** 5-27-94

Annual Goal: The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives

Persons Responsible: The Student, Vocational Coordinator

Goals Met: _____

Methods...Materials: _____

SHORT TERM OBJECTIVES	REVIEW OF OBJECTIVES:	COMMENTS:
By the end of the first quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, dependability, human relations and communications, and workmanship with 72% accuracy as measured by evaluation form.	Date _____ PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____
By the end of the second quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, dependability, human relations and communications, and workmanship with 75% accuracy as measured by evaluation form.	Date _____ PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____
By the end of the third quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, dependability, human relations and communications, and workmanship with 78% accuracy as measured by evaluation form.	Date _____ PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____
By the end of the fourth quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, dependability, human relations and communications, and workmanship with 82% accuracy as measured by evaluation form.	Date _____ PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____

BROWN COUNTY KANSAS SPECIAL EDUCATION COOPERATIVE, INTERLOCAL #615
1st & Kickapoo - Hiawatha, KS 66434 - Phone: (913) 742-7108

WORK PROGRAM EVALUATION

Student _____ Training Agency _____ Date _____

Scale: Excellent - 98% Very Good - 93% Good - 86%
Average - 79% Fair - 72% Needs Improvement - 65%

	98%	93%	86%	79%	72%	65%
Attitude:						
1. Willing to work and assume responsibility						
2. Willing to learn						
3. Understands and follows instructions						
4. Listens to suggestions						
5. Accepts corrections						
6. Can take criticism						
7. Can take teasing						
Human Relations and Communications:						
1. Gets along with employer						
2. Gets along with employees						
3. Is courteous						
4. Uses proper language						
Workmanship:						
1. Knowledge of job						
2. Completes assigned tasks with reasonable speed and accuracy						
3. Can work by themselves						
4. Can work with others						
5. Takes care of tools and equipment						

Comments:

_____
Vocational Coordinator

Student Name: The Student **Implementation Date:** 8-27-93 **Hours Per Week:** 5 **Completion Date:** 5-27-94

Annual Goal: The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives

Persons Responsible: The Student, Vocational Coordinator **Goals Met:** _____

Methods...Materials: _____

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By the end of the second quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, human relations and communications, and workmanship with 75% accuracy as measured by evaluation form.	Date _____ PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____
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By the end of the fourth quarter: when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, human relations and communications, and workmanship with 82% accuracy as measured by evaluation form.	Date _____ PROGRESS CHECK: Continue Objective / Discontinue Objective / Achieved / Maintain	Date: _____

TYPES OF JOB SKILLS STUDENTS LEARN IN AREA BUSINESSES

1. Local factories - observation & tour

2. Veterinary - cleaning animal cages; feeding & watering animals; walking animals

3. Grocery store - stocking & pricing groceries; bagging & carry out; cashiering; wrapping, & pricing produce; bagging & stocking produce

4. Bakery/deli - placing frozen rolls on trays; filling & frosting baked goods; bagging, wrapping, & pricing baked goods; filling salad containers; making sandwiches

5. Restaurants - bussing & setting up tables; filling condiments & placing on tables; wrapping silverware; filling napkin holders; folding pizza boxes; washing dishes; making salads; cleaning & cutting up vegetables; wrapping potatoes; mixing pizza sauce; filling pizza sauce cups; oiling pizza pans; weighing sphagetti; and buttering garlic bread

6. Headstart and individual day cares - caring for children & helping them with various activity projects

7. Nursing homes & hospitals- folding bed pads & linen; hanging up clothes; sorting dirty laundry; setting washing machines & dryers; changing bedding & making beds; taking wheel chair residents from rooms to dining area & back; putting bibs on residents; helping with dishes & food preparation; dust mopping & mopping hallways; washing windows; and other general dusting & cleaning

8. Newspaper - collating ads; inserting address labels into mail bags; learning to set up & take a picture to make a negative; learning how plates used to print the paper are made for the press; helping change the rolls of paper; emptying the trash; observing a paper being printed by the press; helping bundle & tie papers as they come off the press

9. Lumberyard - stacking lumber; cutting, pointing & bundling stakes; pricing & putting inventory away; sweeping up sawdust; helping measure, cut, & roll carpet; helping build storage sheds

10. Mechanic shops - observing; helping with repairs; looking up parts in the computer; stocking inventory parts; helping repair radiators & mufflers to learn proper welding techniques

11. Convenience stores - filling ice machines & cup dispensers; stocking & facing coolers; bagging ice; cleaning pool tables; sweeping & mopping floor; washing windows; pricing & stocking merchandise

12. Physical & Respiratory Therapy - cleaning whirlpools; filling ultrasound bottles; making up hot packs; filing, filling out appointment slips

13. Photo developing - putting film through the developer; cutting pictures apart & triming edges; putting negatives in sleeves; counting & pricing pictures

14. Tire repair - learn the complete process of repairing tires

15. Clerical skills - filing; collating & stapling pages together; putting booklets together; xeroxing copies; folding letters & putting them envelopes; metering mail; alphabetizing; adding journal columns for the bookkeeper; inputting data into the computer; making forms on the computer

16. Elementary school - doing flashcards with students; listening to students read; helping with activity sheets; helping students on the computer; helping in the library sorting & putting books away

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dear Colleague:

The Departments of Education and Labor have collaborated to promote opportunities for educational placements in the community for students with disabilities while assuring that applicable labor standards protections are strictly observed.

Pursuant to the Individuals with Disabilities Education Act (IDEA), individualized education programs are developed to provide students with disabilities an opportunity to learn about work in realistic settings and thereby help such students in the transition from school to life in the community. Since the affirmation of students' rights to an appropriate free public education in 1975, many students with disabilities have benefitted from participation in vocational education programs in their public schools. Students with more severe disabilities, however, have experienced fewer benefits from participation in such programs. Alternative, community-based, and individualized education and training programs have emerged to meet their needs.

Our Departments share an interest in promoting educational experiences that can enhance success in school-to-work transition and the prospects that these students become effective, productive workforce participants and contributors to their community. At the same time, these students must be afforded the full protection of the nation's labor laws and not be subject to potential abuse as they start this transition through community-based educational experiences.

Existing Department of Labor guidelines which define "employees" for purposes of applying the requirements of the Fair Labor Standards Act (FLSA) do not specifically address community-based education programs for students with disabilities. To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between the students and partici-pating businesses in the community, the Employment Standards Administration (Department of Labor), and the Offices of Vocational and Adult Education, and Special Education and Rehabilitative Services (Department of Education) have developed the following guidance.

STATEMENT OF PRINCIPLE

The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

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GUIDELINES

Where ALL of the following criteria are met, the U.S. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

- *Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.*

- *Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.*

- *Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).*

- *Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.*

- *The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.*

    1) *There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.*

    2) *The students are under continued and direct supervision by either representatives of the school or by employees of the business.*

    3) *Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.*

    4) *The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.*

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- *While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:*

Vocational exploration	*5 hours per job experienced*
Vocational assessment	*90 hours per job experienced*
Vocational training	*120 hours per job experienced*

- *Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.*

It is important to understand that an employment relationship will exist unless all of the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.

We hope that this guidance will help you achieve success in the development of individualized education programs.

ROBERT R. DAVILA
Assistant Secretary
Office of Special Education
and Rehabilitative Services
U.S. Department of Education

CARI M. DOMINGUEZ
Assistant Secretary
Employment Standards
Administration
U.S. Department of Labor

BETSY BRAND
Assistant Secretary
Office of Vocational and
Adult Education
U.S. Department of Education

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PREREQUISITE SKILLS FOR INDEPENDENT LIVING

Kokaska, Charles J. and Brolin, Donn E., Career Education for Handicapped Individuals. Second Edition, Merrill Publishing Company, 1985.

DAILY LIVING SKILLS

1. **Managing Family Finances**
   - 1.1 Identifying Money and Making Correct Change
   - 1.2 Making Wise Expenditures
   - 1.3 Obtaining and Using Bank and Credit Facilities
   - 1.4 Keeping Basic Financial Records
   - 1.5 Calculating and Paying Taxes
2. **Selecting, Managing, Maintaining a Home**
   - 2.1 Selecting Adequate Housing
   - 2.2 Maintaining a Home
   - 2.3 Using Basic Appliances and Tools
   - 2.4 Maintaining the Home Exterior
3. **Caring for Personal Needs**
   - 3.1 Dressing Appropriately
   - 3.2 Exhibiting Proper Grooming and Hygiene
   - 3.3 Demonstrating Knowledge of Physical Fitness, Nutrition, and Weight Control
   - 3.4 Demonstrating Knowledge of Common Illness Prevention and Treatment
4. **Raising Children/Family Living**
   - 4.1 Preparing for Adjustment to Marriage
   - 4.2 Preparing for Raising Children (physical care)
   - 4.3 Preparing for Raising Children (psychological care)
   - 4.4 Practicing Family Safety Procedures in the Home
5. **Buying and Preparing Food**
   - 5.1 Demonstrating Appropriate Eating Skills
   - 5.2 Planning Balanced Meals
   - 5.3 Purchasing Food
   - 5.4 Preparing Meals
   - 5.5 Cleaning Food Preparation Areas
   - 5.6 Storing Food
6. **Buying and Caring for Clothing**
   - 6.1 Washing Clothing
   - 6.2 Ironing and Storing Clothing
   - 6.3 Performing Simple Mending
   - 6.4 Purchasing Clothing
7. **Engaging in Civic Activities**
   - 7.1 Understanding Local Laws and Government
   - 7.2 Understanding Federal Government
   - 7.3 Understanding Citizenship Rights and Responsibilities
   - 7.4 Understanding Registration and Voting Procedures
   - 7.5 Understanding Selective Service Procedures
   - 7.6 Understanding Civil Rights and Responsibilities when Questioned by the Law
8. **Utilizing Recreation and Leisure**
   - 8.1 Participating Actively in Group Activities
   - 8.2 Knowing Activities and Available Community Resources
   - 8.3 Understanding Recreational Values

- 8.4 Using Recreational Facilities in the Community
- 8.5 Planning and Choosing Activities Wisely
- 8.6 Planning Vacations

9. **Getting Around the Community (mobility)**
   - 9.1 Demonstrating Knowledge of Traffic Rules and Safety Practices
   - 9.2 Demonstrating Knowledge and Using Various Means of Transportation
   - 9.3 Driving a car

PERSONAL AND SOCIAL SKILLS

10. **Achieving Self-Awareness**
    - 10.1 Attaining a Sense of Body
    - 10.2 Identifying Interests and Abilities
    - 10.3 Identifying Emotions
    - 10.4 Identifying Needs
    - 10.5 Understanding the Physical Self
11. **Acquiring Self-Confidence**
    - 11.1 Expressing Feelings of Worth
    - 11.2 Telling How Others See Him/Her
    - 11.3 Accepting Praise
    - 11.4 Accepting Criticism
    - 11.5 Developing Confidence in Self
12. **Achieving Socially Responsible Behavior**
    - 12.1 Knowing Character Traits Needed for Acceptance
    - 12.2 Knowing Proper Behavior in Public Places
    - 12.3 Developing Respect for the Rights and Properties of Others
    - 12.4 Recognizing Authority and Following Instructions
    - 12.5 Recognizing Personal Roles
13. **Maintaining Good Interpersonal Skills**
    - 13.1 Knowing How to Listen and Respond
    - 13.2 Knowing How to Make and Maintain Friendships
    - 13.3 Establishing Appropriate Heterosexual Relationships
    - 13.4 Knowing How to Establish Close Relationships
14. **Achieving Independence**
    - 14.1 Understanding the Impact of Behaviors on Others
    - 14.2 Understanding Self-Organization
    - 14.3 Developing Goal Seeking Behavior
    - 14.4 Striving Toward Self-Actualization
15. **Achieving Problem Solving Skills**
    - 15.1 Differentiating Bipolar Concepts
    - 15.2 Understanding the Need for Goals
    - 15.3 Looking at Alternatives
    - 15.4 Anticipating Consequences
    - 15.5 Knowing Where to Find Good Advice
16. **Communicating Adequately with Others**
    - 16.1 Recognizing Emergency Situations
    - 16.2 Reading at the Level Needed for Future Goals
    - 16.3 Writing at the Level Needed for Future Goals
    - 16.4 Speaking Adequately for Understanding
    - 16.5 Understanding the Subtleties of Communication

OCCUPATIONAL GUIDANCE AND PREPARATION

17. **Knowing and Exploring Occupational Possibilities**
    - 17.1 Identifying the Personal Values Met Through Work
    - 17.2 Identifying the Societal Values Met Through Work

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17.3 Identifying the Remunerative Aspects of Work
17.4 Understanding How Jobs are Classified into Different Occupational Systems
17.5 Identifying Occupational Opportunities Available Locally
17.6 Identifying Sources of Occupational Information

18. **Selecting and Planning Occupational Choices**
    18.1 Identifying Major Occupational Needs
    18.2 Identifying Major Occupational Interests
    18.3 Identifying Occupational Attitudes
    18.4 Identifying Requirements of Appropriate and Available Jobs
    18.5 Making Realistic Occupational Choices
19. **Exhibiting Appropriate Work Habits and Behaviors**
    19.1 Following Directions
    19.2 Working with Others
    19.3 Working at a Satisfactory Rate
    19.4 Accepting Supervision
    19.5 Recognizing the Importance of Attendance and Punctuality
    19.6 Meeting Demand for Quality Work
    19.7 Developing Occupational Safety Skills
20. **Exhibiting Sufficient Physical-Manual Skills**
    20.1 Demonstrating Satisfactory Balance and Coordination
    20.2 Demonstrating Satisfactory Manual Dexterity
    20.3 Demonstrating Satisfactory Stamina and Endurance
    20.4 Demonstrating Satisfactory Sensory Discrimination
21. **Obtaining a Specific Occupational Skill**
22. **Seeking, Securing, and Maintaining Employment**
    22.1 Searching for a Job
    22.2 Applying for a Job
    22.3 Interviewing for a Job
    22.4 Adjusting to Competitive Standards
    22.5 Maintaining Post-School Occupational Adjustment

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MANAGING FAMILY FINANCES

Student: Date:

Today's Task:

Please circle the appropriate number using the following scale:

1 - Classroom competent with skill
2 - Constant assistance applying skill
3 - Medium assistance applying skill
4 - Little supervision applying skill
5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Budgeting:

1.	Determine amount of money needed Determine if there is enough money for the purchase _____	5	4	3	2	1
2.	Construct a monthly income budget Monthly payments _____	5	4	3	2	1
3.	Saving financial receipts & records	5	4	3	2	1

Comparison Shopping:

1.	Using advertisements	5	4	3	2	1
2.	Identify purchases as necessities (needs) or luxuries (wants)	5	4	3	2	1
3.	Identifying & comparing prices & information on labels & tags	5	4	3	2	1
4.	Chooses most economical buy	5	4	3	2	1
5.	Determines amount of money saved	5	4	3	2	1

Checkbook:

1.	Opening a checking account	5	4	3	2	1
	Signs signature card correctly _____					
2.	Fills out deposit slip correctly	5	4	3	2	1
	Date _____					
	Name of checks deposited _____					
	Amount of checks deposited _____					
	Total amount of deposit _____					
	Correctly endorses checks _____					
	Correctly records deposit in check register & figures new balance _____					
3.	Fills out check correctly & completely	5	4	3	2	1
	Date check is written _____					
	To whom check is written (payee) _____					
	Amount of money in figures _____					
	Amount of money in words _____					
	Signature _____					
	Memo _____					
4.	Records check correctly in check register	5	4	3	2	1
	Check number _____					
	Date _____					
	Description of check _____					
	Numerical dollar amount _____					
	Figures correct balance _____					
5.	Reconciles Bank Statement Correctly	5	4	3	2	1
	Finds closing bank statement balance _____					
	Adds outstanding deposits _____					
	Subtracts outstanding checks _____					
	Subtracts service charge & other bank charges from check register _____					
	Agreement of bank statement & check register _____					
6.	Savings Account	5	4	3	2	1
	Signature card _____					
	Passbook deposits & withdrawals _____					
	Savings account interest _____					

BUYING & PREPARING FOOD

Student: Date:

Today's Task:

Please circle the appropriate number using the following scale:

1 - Classroom competent with skill
2 - Constant assistance applying skill
3 - Medium assistance applying skill
4 - Little supervision applying skill
5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Meal Planning:

1.	Understands basic food groups	5	4	3	2	1
	Identify appropriate foods eaten at typical daily meals _____					
2.	Constructs balanced breakfast, lunch, and dinner menus for an entire week	5	4	3	2	1
	Includes good snack foods _____					
	Minimizes use of junk foods _____					
3.	Plans a day's meals within a given budget	5	4	3	2	1
	Considers cost of food items _____					
	Uses specials from grocery store ads _____					
	Considers cost of brand name & generic products _____					
	Considers cost of prepared, packaged, or convenience foods _____					

Purchasing Food Items:

1.	Construct weekly shopping list within budget	5	4	3	2	1
	Considers quantity, unit cost, coupon savings, total cost _____					
2.	Checks freshness of food items	5	4	3	2	1
	Expiration dates & seasonal items _____					
3.	Reads & understands product labels	5	4	3	2	1
	Product name & brand, net weight, serving size, nutrition _____					

Storage Of Food:

1.	Appropriate food storage techniques	5	4	3	2	1
	Cupboard, wrapping or containers, refrigerator, freezer _____					
	Checks expiration dates for length of storage time _____					
2.	Identify spoiled foods	5	4	3	2	1
	Appearance, smell, taste _____					

Cleanliness Of Food Preparation Area:

1.	Washes hands	5	4	3	2	1
2.	Checks cleanliness of utensils & work area	5	4	3	2	1

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Preparing Meals & Food Items:

1. Preparing from recipe — 5 4 3 2 1
   - Reads & follows instructions accurately _____
   - Uses correct measurements _____
   - Measures ingredients accurately _____

2. Preparing from directions on boxes & cans — 5 4 3 2 1
   - Reads & follows instructions accurately _____
   - Uses correct measurements _____
   - Measures added ingredients accurately _____

3. Proper use of cooking methods — 5 4 3 2 1
   - Boiling, baking, frying, microwaving _____

4. Proper use of appliances & tools — 5 4 3 2 1

Practices Safety Procedures:

1. Handling knives, electrical appliances, hot items — 5 4 3 2 1
   - Knows sharp side of knife _____
   - Correctly plugs in & unplugs cords with dry hands _____
   - Correct use of applicances _____
   - Turns pot handles towards center of stove _____
   - Use of hot pads _____

2. Wipes up spills — 5 4 3 2 1

3. Knows first aid procedures — 5 4 3 2 1
   - Minor burns _____
   - Minor cuts _____

Demonstrates Proper Eating:

1. Sets table properly — 5 4 3 2 1
   - Dishes, center pieces, food items _____
   - Includes all necessary items _____

2. Appropriate eating habits — 5 4 3 2 1
   - Cutting up food _____
   - Amount of food per bite _____
   - Chews with mouth closed _____
   - Doesn't belch, talk with food in mouth, make noises, play with food _____
   - Cleans up plate _____
   - Use of napkin _____

Cleanup Procedures:

1. Proper storage of unused food — 5 4 3 2 1

2. Proper waste disposal — 5 4 3 2 1

3. Washing & drying dishes — 5 4 3 2 1
   - Uses hot water & adequate soap _____
   - Cleanliness _____
   - Stored in proper place _____
   - Thoroughness of wiping off table, counter, & appliances used _____

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CARING FOR CLOTHING

Student: Date:

Today's Task:

Please circle the appropriate number using the following scale:

1 - Classroom competent with skill
2 - Constant assistance applying skill
3 - Medium assistance applying skill
4 - Little supervision applying skill
5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Laundry:

1.	Sorting by colors & fabrics Reads care & instruction labels on clothing _____	5	4	3	2	1
2.	Setting temperature dials on machines correctly	5	4	3	2	1
3.	Uses correct amount of detergent, bleach, & softner	5	4	3	2	1
4.	Stain removal	5	4	3	2	1

Ironing Clothing:

1.	Setting correct termperature on iron for fabric	5	4	3	2	1
2.	Proper procedure for ironing	5	4	3	2	1
	Shirts _____					
	Blouses _____					
	Slacks _____					
	Skirts _____					
	Dresses _____					
3.	Safety Precautions	5	4	3	2	1
	Steam iron _____					
	Dry iron _____					
	Cord _____					

Storage Procedures:

1.	Hanging	5	4	3	2	1
	Slacks _____					
	Skirts _____					
	Dresses _____					
	Blouses _____					
	T-Shirts & tops _____					

2. Folding		5	4	3	2	1
Slacks	_____					
T-Shirts & tops	_____					
Under garments	_____					
Linen	_____					
Performing Simple Mending:						
1. Determining correct measurement		5	4	3	2	1
Hems	_____					
Buttons	_____					
2. Measures & pins correctly		5	4	3	2	1
3. Chooses appropriate thread color		5	4	3	2	1
4. Use of needle & thread		5	4	3	2	1
Threading needle	_____					
Tying end of thread	_____					
Spacing between stitches	_____					
5. Puts a hem in neatly & securely		5	4	3	2	1
Stitches don't show on right side of fabric	_____					
Straight hem	_____					
Ties thread to secure hem	_____					
6. Sews a button on neatly & securely		5	4	3	2	1
Proper placement of button on clothing	_____					
Ties thread to secure button	_____					
7. Mending sweaters		5	4	3	2	1
Tying loose threads	_____					
Pulling loose threads to wrong side	_____					
Pulling threads together to close a hole	_____					
8. Mending with iron-on patches		5	4	3	2	1
Appropriate color or patch	_____					
Cuts patch to correct size	_____					
Ironing patch on fabric	_____					
Operating Sewing Machine:						
1. Chooses appropriate thread color		5	4	3	2	1
2. Fills & installs bobbin correctly		5	4	3	2	1
3. Correctly threads machine		5	4	3	2	1
4. Sets tension correctly		5	4	3	2	1
5. Sewing seams		5	4	3	2	1
Straight lines	_____					
Securing ends	_____					

MANAGING A HOUSEHOLD

Student: Date:

Today's Task:

Please circle the appropriate number using the following scale:

1 - Classroom competent with skill
2 - Constant assistance applying skill
3 - Medium assistance applying skill
4 - Little supervision applying skill
5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Cleaning And Maintenance:

1.	Thoroughness of routine cleaning activities		5	4	3	2	1
	Dusting furniture	_____					
	Sweeping floors	_____					
	Mopping floors	_____					
	Vacuuming floors	_____					
	Cleaning and disinfecting stool, tub, and sink	_____					
	Cleans mirrors	_____					
	Checks for cobwebs in corners and window sills	_____					
	Wipes off appliances, counters, and cupboards	_____					
	Wipes off walls when needed	_____					
2.	Use of cleaning products		5	4	3	2	1
	Chooses the appropriate product to use	_____					
	Knows how to use the various cleaning products	_____					
	Uses products economically	_____					
3.	Home maintenance		5	4	3	2	1
	Contacting necessary repairmen	_____					
	Getting an estimate for repairs	_____					
	Lawn care	_____					
	Snow removal	_____					
	Painting	_____					
	Interior and exterior care	_____					

Selecting Appropriate Housing:

1.	Renting a house or an apartment		5	4	3	2	1
	Checks advertisements	_____					
	Using real estate agencies	_____					
	Considers location to work and shopping	_____					
	Considers neighborhood characteristics	_____					
	Has adequate living space	_____					
	Condition of building and living space	_____					
	Affordability	_____					
	Cost of furnished and unfurnished housing	_____					
	Acquiring necessary furniture and appliances	_____					
2.	Understands responsibilities of renting		5	4	3	2	1
	Signing a lease	_____					
	Security and damage deposit	_____					
	Rent and utility payments	_____					
	Maintenance and repair responsibilities	_____					
	Having pets	_____					
3.	Procedures for connecting utilities		5	4	3	2	1
	Contacting utility company	_____					
	Amount of initial deposit	_____					
	Monthly charge	_____					
	Delinquent fees	_____					
	Shut off notice	_____					

Safety Procedures:

1.	Use of matches and smoking materials	5	4	3	2	1
2.	Plugging in and unplugging appliances	5	4	3	2	1
3.	Using appliances and power tools	5	4	3	2	1
4.	Using a fire extinguisher	5	4	3	2	1
5.	Changing a fuse	5	4	3	2	1
6.	Changing a light bulb	5	4	3	2	1
7.	Operating a thermostat	5	4	3	2	1
8.	Locating water, gas, and electrical safety valves	5	4	3	2	1
9.	Calling for emergency services	5	4	3	2	1

CARING FOR PERSONAL NEEDS

Student: Date:

Today's Task:

Please circle the appropriate number using the following scale:

1 - Classroom competent with skill
2 - Constant assistance applying skill
3 - Medium assistance applying skill
4 - Little supervision applying skill
5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Appearance:

1. Proper hygiene		5	4	3	2	1
Bathing	_____					
Hair	_____					
Teeth	_____					
2. Proper grooming		5	4	3	2	1
Hair	_____					
Deodorant	_____					
Cologne	_____					
Shaving	_____					
Nails	_____					
3. Purchases appropriate items		5	4	3	2	1
4. Appropriate dress		5	4	3	2	1
Colors match	_____					
Fabrics match	_____					
Fits properly	_____					
Not torn or missing buttons	_____					
In season	_____					

Medical Needs:

1.	Making doctor appointments		5	4	3	2	1
2.	Public health department		5	4	3	2	1
	Medical & dental care	_____					
	Pregnancy care	_____					
3.	Emergency medical assistance		5	4	3	2	1
	Emergency telephone numbers	_____					
	Reads a thermometer correctly	_____					
	Understands & correctly reads prescription labels	_____					
	Generic prescriptions	_____					
	Understands & knows about over-the-counter medicines	_____					
4.	Health Insurance		5	4	3	2	1
	Individual policy	_____					
	Group policy	_____					
	Medicaid	_____					
5.	Illness prevention & treatment		5	4	3	2	1

VEHICLE OWNERSHIP

Student: Date:

Today's Task:

Please circle the appropriate number using the following scale:

1 - Classroom competent with skill
2 - Constant assistance applying skill
3 - Medium assistance applying skill
4 - Little supervision applying skill
5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Purchasing A Vehicle:

1.	Buying from a car dealer or directly from previous owner		5	4	3	2	1
	Checks ads and comparison shops	_____					
	Checks condition of car	_____					
	Checks for needed repairs	_____					
	Checks mileage	_____					
	Compares price of car to its book value	_____					
	Checks gas mileage	_____					
	Understands warranties	_____					
2.	Understands the costs of ownership		5	4	3	2	1
	Initial purchase cost	_____					
	Sales tax and title	_____					
	License, registration, and fees	_____					
	Cost of financing	_____					
	Cost of insurance	_____					
	Maintenance	_____					
	Gas	_____					
3.	Knowledge of minimum insurance requirements		5	4	3	2	1
	Collision	_____					
	Comprehensive	_____					
	Medical	_____					
	Liability	_____					
	Deductibles	_____					

BROWN COUNTY KANSAS SPECIAL EDUCATION COOPERATIVE, INTERLOCAL # 615
1st & Kickapoo St. - Hiawatha, KS 66434 - Phone (913) 742-7108

TRANSITION EVALUATION
Daily Living Skills

Student: _____ School Year: _____

Scale:
- Classroom competent with skill - 64%
- Constant assistance applying skill - 73%
- Medium assistance applying skill - 82%
- Little supervision applying skill - 91%
- Independent use of skill - 98%

	64%	73%	82%	91%	98%
Managing Family Finances:					
1. Constructs a budget within given income					
2. Determines amount of money needed for monthly payments					
3. Compares prices among stores					
4. Checks information on labels and tags					
5. Chooses most economical buy					
6. Fills out check correctly and completely					
7. Records check correctly in check register					
8. Reconciles bank statement correctly					
Buying And Preparing Food:					
1. Constructs a balanced menu					
2. Constructs a weekly shopping list within a budget					
3. Prepares meals and food items correctly					
4. Uses appropriate food storage techniques					
5. Practices safety procedures					
6. Demonstrates proper eating					
7. Thoroughly cleans food preparation area and utensils					
Caring For Clothing:					
1. Uses correct laundry techniques					
2. Uses correct ironing techniques					
3. Stores clothing properly					
4. Uses correct mending techniques					
Managing A Household:					
1. Thoroughness of routine cleaning activities					
2. Understands procedures and responsibilities of renting					
3. Practices safety procedures					
Caring For Personal Needs:					
1. Practices proper hygiene and grooming					
2. Purchases appropriate items					
3. Knows procedures for obtaining medical assistance					
Vehicle Ownership:					
1. Understands the costs of vehicle ownership					
2. Knowledge of minimum insurance requirements					

Comments:

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_____
Vocational Coordinator

Student Name: The Student **Implementation Date:** 8-27-93 **Hours Per Week:** 5 **Completion Date:** 5-27-94

Annual Goal: The Student will improve daily living skills in the area of independent living as measured by mastery of 3/4 short term objectives

Persons Responsible: The Student, Vocational Coordinator **Goals Met:** _____

Methods...Materials: _____

SHORT TERM OBJECTIVES	REVIEW OF OBJECTIVES:	COMMENTS:
By the end of the first quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 70% accuracy as measured by evaluation form.	Date PROGRESS CHECK: Continue Objective Discontinue Objective Achieved Maintain	Date: _____
By the end of the second quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 73% accuracy as measured by evaluation form.	Date PROGRESS CHECK: Continue Objective Discontinue Objective Achieved Maintain	Date: _____
By the end of the third quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 77% accuracy as measured by evaluation form.	Date PROGRESS CHECK: Continue Objective Discontinue Objective Achieved Maintain	Date: _____
By the end of the fourth quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 80% accuracy as measured by evaluation form.	Date PROGRESS CHECK: Continue Objective Discontinue Objective Achieved Maintain	Date: _____